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ABSTRACT

The report presents a summary and evaluation of the two and one-half year implementation period of a career education project in the Concord Union School District, New Hampshire. The goals, activities, and accomplishments of the period are briefly described. The evaluation report is organized by the four comprehensive project goals which precede each cluster of major performance objectives. The major goals were: (1) to provide an opportunity for students to develop an awareness of self and careers; (2) to assist the school district staff to develop skills in introducing career education into the classroom by initiating workshops, programs, and conferences; (3) to disseminate information about the project; and (4) to develop a procedure for effective evaluation. The evaluation assesses the extent to which the project's goals and objectives were accomplished, the effectiveness of the processes and strategies, and the results of the modifications in process and product. Major features of the program were a career education resource center and minigrants awarded to teachers to enable them to develop innovative curriculum. It was generally concluded by the evaluator that the major goals and objectives of the project were successfully accomplished. (NJ)

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CONCORD CAREER EDUCATION PROJECT

END OF PROJECT REPORT

CONCORD UNION SCHOOL DISTRICT
16 Rumford Street
Concord, New Hampshire 03301

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December 31, 1975

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VT 102959

CONCORD CAREER EDUCATION PROJECT

SUMMARY

In January, 1973, the New Hampshire State Department of Education awarded the Concord Union School District a six month planning grant in the amount of $20,000 to plan, write, and implement a Grade K-12 Career Education Project for the Concord Union School District. During the next several months the members of the Concord Career Education Planning Committee visited a number of Career Education Projects throughout New England; developed a statement of philosophy on Career Education for the District; and hired a Project Manager in June, 1973.

The Project Manager organized a two week summer workshop in Career Education for some twenty-five (25) District staff representatives; conducted a staff needs assessment; established a Project Executive Council and an Advisory Committee; and wrote a Project Proposal which was submitted to, reviewed, and funded by the Research Coordinating Unit of the Vocational-Technical Division of the New Hampshire State Department of Education. In November, 1973, the Project officially entered its implementation phase.

During the Project's two and a half years implementation period the following three goals have proven to be the focal point of Project endeavors:

1. To provide an opportunity for students to develop an awareness of self and others.
2. To assist the Concord Union School District staff to develop those skills necessary to successfully introduce Career

Education concepts and activities into the classroom by initiating a number and variety of workshops, programs, and conferences.

3. To disseminate information about the Concord Career Education Project that will effectively inform all target groups of the goals, objectives, and activities of the Project.

Adherence to these goals has provided the Project staff with a basic foundation around which a broad variety of objectives and activities have clustered; and which has resulted in the Project staff being perceived as an effective support and resource service.

A majority of the District staff now relies upon the Project to provide continued support for Career Education programs and concepts through Project sponsoring of: a variety of Workshops and Staff Development activities; Career Education Mini-Grants; a Resource Center consisting of multi-media equipment and materials (print and non-print); and sufficient space and support services for meetings, conferences, seminars, and work sessions.

This has been accomplished with a staff of one Project Manager, one secretary and a budget of $40,000 yearly for a total of approximately $100,000 during the federal funding period of the Project. The Concord Career Education Project has been funded by the Research Coordinating Unit under Part D funds of the Vocational Education Amendments Act of 1968.

In summary, the Project staff has responded to student and teacher needs in the areas of Values Clarification, Decision Making, and the World of Work as these relate to Career Awareness, Exploration, Preparation, and Placement. The basic strategies that have guided the staff to accomplish this has been by:

1. Creating an atmosphere in which Career Education concepts and activities will be introduced and tested by staff and integrated into the regular classroom curriculum; and
2. Supporting those teachers and staff in developing programs that can be viewed as models of Career Education curriculum for possible adoption by other teachers within the District.

As the Project concludes its two and one half year implementation and federal funding period it bequeaths the Concord Union School District:

1. A well equipped Career Education Resource Center consisting of over $25,000 of equipment and materials.
2. A nucleus of staff people trained to conduct a variety of classroom activities, workshops, and seminars.
3. A number of Career Education curriculum materials that have been developed by the District staff.
4. A variety of equipment kits for woodworking and photography that have been assembled and loaned out to District schools.
5. A cooperative network of persons who link the School District with several local businesses, industries, and community organizations.
6. A Career Education Program that has had a positive effect on a number of District students and has emphasized new approaches in dealing with educational issues.

EVALUATION DESIGN

This end of the Project Report is an attempt to summarize and document the extent to which the Concord Career Education Project has accomplished its goals and objectives during the two and one-half years it has been in operation. Essentially, the evaluation design has been formulated to make it possible to assess:

1. The degree to which the Project has successfully fulfilled its objectives.
2. The effectiveness of the processes and strategies designed to achieve the attainment of the stated objectives.
3. The results of the modifications in process and product dimensions necessary to improve the functioning of the Project.

The Project originally focused upon eight goals it hoped to accomplish. For purposes of this report, the original goals have been regrouped into four comprehensive goals and precede each cluster of the major performance objectives included. Of necessity, some of the performance objectives have been deleted since, in total, the complete set of objectives stated in the three operational grant proposals are too numerous for a report of this kind and would result in a document which would be far too lengthy in nature.

Data to support the documentation presented, herein, were gathered through on-site visitations, interviews, questionnaires and various reports available in the Project Manager's Office.

The report concludes with conclusions and recommendations which should be seriously considered by the Concord Union School District Committee in setting the future direction of Career Education in Concord.

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GOAL I TO PROVIDE AN OPPORTUNITY FOR STUDENTS TO DEVELOP AN AWARENESS OF SELF AND OF CAREERS.

Objective #1.0: By October 1, 1974, the Concord Career Education Project Coordinator will establish and have in operation a Career Education Resource Center. The Career Education Resource Center will be located in the Concord Union School District Office and, with the exception of materials specifically and only for High School and Junior High School use, will house all the print and non-print materials accumulated by the Concord Career Education Project. The Career Education Resource Center will be designed to be a site where teachers, students, parents, and citizens in the community will be able to locate accurate and reliable information about the world of work and about oneself.

The Career Education Resource Center is located in the east wing on the second floor of the Concord Administration Offices on Rumford Street. The Center consists of two large connecting rooms which were formerly used as special education classrooms. Both spaces were rather spartan in appearance and lacked sufficient work areas to accommodate the many activities that were planned for and to be pursued by parents, teachers, and students.

The Project staff has used a great deal of ingenuity in acquiring used materials, equipment, and furniture for use in the Center and has redecorated the spaces to make the rooms more attractive to its clients. In addition to the above, the Project budget has provided funds for the purchase of three bookcases, two file cabinets, two projector stands, a magazine rack and the construction of shelving and work areas.

The Center houses software for the preparation of teacher produced materials including: transparency film; laminating film; 35 mm and 126 mm still photography film; 8 mm film; Tri-Wall cardboard; dry-mount tissue; cassette tapes; plastic binders and other materials related to materials production.

A rather impressive array of media equipment has been purchased to support materials production and to provide for the viewing of non-print materials. This list includes an 18" laminator; an electric binder; a copy stand; a 16 mm film projector; a filmstrip projector; a slide projector; several Instamatic cameras; two 35 mm cameras; three cassette recorders; a reel-to-reel tape recorder; a record player; and several filmstrip and slide viewers. In addition, several pieces of equipment, for use in the Center, have been donated to the Project. An equipment list is included in Appendix A.

A comprehensive collection of Career Education print and non-print materials too numerous to list in this section are housed in the Center and available on loan to the participating schools. This collection includes tapes, kits, filmstrips, records, books and other media. A catalogue listing the materials acquired and available on loan by the Project may be found in the Project Manager's office.

The Center also distributes, to the participating schools, five tool kits which consist of common hand tools and five portable darkrooms which include an enlarger and the basic equipment necessary for developing and printing black and white still photographs.

Schools involved with the Project have been kept informed of current and new acquisitions through an updating of the Resource catalogue, newsletters, memoranda, personal contacts, and workshop presentations.

From July 1, 1974 through November 30, 1975, seven hundred fifty-nine (759) books; three hundred ninety-seven (397) kits and cassettes; one hundred thirty-nine (139) 16 mm films; and two hundred ninety-one (291) pieces of media equipment have been distributed to the schools.

At least seven hundred ninety-one (791) teachers, parents, and students have visited the Center from January 7 through November 30, 1975. No record of visitations were kept from July 1, 1974 through January 6, 1975.

Objective #1.1 During the 1973-74 Project year, the Project Manager will develop and disseminate information about at least ten (10) models of teacher implementation of Career Education concepts in the classroom by providing financial and human resources through the use of Mini-Grants sponsored by the Concord Career Education Project. The models developed will be documented; consistent with the Concord Career Education Project objectives; and will be able to be replicated, in total, or in part.

In December of 1973, an application form was developed and distributed to interested CCEP Mini-Grant applicants and a review process established. Completed applications were returned to the Project Manager on February 8, 1974. The Mini-Grant proposals were reviewed and acted upon by the CCEP Executive Council applying criteria previously established. Materials related to the entire process may be found in Appendix B.

Eight proposals, representing three elementary schools, were selected for funding in the amount of eleven hundred sixty-three dollars and sixty cents ($1,163.60) as follows:

CONCORD CAREER EDUCATION PROJECT
MINI-GRANTS - APPROVED FEBRUARY, 1974

TITLE	APPLICANT	SCHOOL	FUNDS APPROVED
An Exploration in CE	Rachel Kidder	Dame	$ 144.50
An Exploration in CE	Priscilla Fanny	Dame	144.30
An Exploration in CE	Jenny Hodgdon	Dame	99.95
An Exploration in CE	Patricia L. Ayer	Dame	99.44
Mini-Courses	Richard Dalhaus	Conant	241.00
Assembly of Model & Kits	Joseph Harnett	Conant	200.00
Mini-Bike Maintenance and Repair	Jacquelyn Dey	Conant	100.73
Career Awareness Testing Project	John Mollica	Garrison	133.68
		TOTAL	$1,163.60

Objective #1.2 During the 1974-75 Project year, the Project Manager will develop and disseminate information about a minimum of ten (10) models of teacher implementation of Career Education concepts in the classroom by providing financial and human resources through the use of Mini-Grants sponsored by the Concord Career Education Project. The models developed will be documented; consistent with the Concord Career Education Project objectives; and will be able to be replicated, in total, or in part.

On November 13, 1974, announcements were distributed to principals of all schools in the Concord Union School District notifying school personnel of Mini-Grants available for funding through the Concord Career Education Project. By January 10, 1975, eight elementary schools of the District submitted proposals for funding. Five of the eight schools were selected and approved for funding by the Concord Career Education Project Executive Council in the amount of eight hundred ten dollars ($810.00) as follows:

CONCORD CAREER EDUCATION PROJECT
MINI-GRANTS - APPROVED JANUARY, 1975

TITLE	APPLICANT	SCHOOL	FUNDS APPROVED
Our Community	Priscilla Fanny et al	Dame	$ 200.00
Career Simulation Program	Barbara Pearson et al	Conant	225.00
Fun With Food	Alice Johnson et al	Dame	200.00
Hemo Visits Pod B's Box Squad	Pod B Team	Broken Ground	85.00
N.H. Crafts as an Avocation and Vocation	Pod A Team	Broken Ground	100.00
		TOTAL	$ 810.00

MINI-GRANTS

Objective #1.3 From July 1, 1975 through December 31, 1975, the Concord Career Education Project Manager will support the development of at least six (6) Career Education concepts in the classroom by funding Mini-Grant Projects. These Mini-Grants will be documented; consistent with the Concord Career Education Project objectives; and will be able to be replicated, in total, or in part.

Objective #1.4 On September 8, 1975, announcements were distributed once again to principals of all participating schools notifying educational personnel of funds available for additional Mini-Grants. Completed applications were reviewed by the Project Manager on September 29, 1975, reviewed by the Executive Council on October 7, and subsequently awarded to the seven applicants representing five different schools within the District in the amount of one thousand ninety-six dollars and sixty-six cents ($1,096.66) as follows:

CONCORD CAREER EDUCATION PROJECT
MINI-GRANTS - APPROVED OCTOBER, 1975

TITLE	APPLICANT	SCHOOL	FUNDS APPROVED
Theatre Gallery	Phobe Ann Wilson Jane Kimball Seth Benowitz	CHS	$ 81.66
Cooking Up A Storm	Ann Ludeking	Dewey	140.00
Advanced Foods Decorating	Sharon Brochu	CHS	160.00
Millville Snack Program	Roger C. Brooks	Millville	200.00
A "Growing" Career	Sheila B. Robinson	Dewey	175.00

TITLE	APPLICANT	SCHOOL	FUNDS APPROVED
Career in Transportation Through the Years - A Bicentennial Look	Barbara Pearson	Conant	$ 225.00
Bicentennial Quilts	Nina Buxton Carolyn Baston Priscilla Fanny	Dame	115.00
		TOTAL	$ 1,096.66

As a direct result of the Mini-Grant component which provided a total of three thousand ninety-five dollars and twenty-six cents ($3,095.26) in support of twenty projects, students directly participated in activities not ordinarily available to them. In addition, the Mini-Grants provided teachers with the support and encouragement necessary to create and implement innovative curricula in their classrooms. In at least one instance, parents of students involved expressed their positive attitudes towards the results of the Mini-Grants.

GOAL II TO ASSIST THE CONCORD UNION SCHOOL DISTRICT STAFF TO DEVELOP THOSE SKILLS NECESSARY TO SUCCESSFULLY INTRODUCE CAREER EDUCATION CONCEPTS AND ACTIVITIES INTO THE CLASSROOM BY INITIATING A NUMBER AND VARIETY OF WORKSHOPS, PROGRAMS AND CONFERENCES.

Objective 2.0 The Concord Career Education Coordinator will conduct at least 20 workshops, meetings or conferences for the Concord Union School District staff. During the first year of the Project (1973-1974), a total of at least thirty percent (30%) of the District staff will participate. As a result, at least 10% of the teachers participating will request further information, assistance or services.

Comments:

The Project Manager held over 150 meetings or conferences with members of the Concord School District staff. A complete list is available in the CCEP office.

In addition to a special two week workshop on Career Awareness held from July 23 - August 3, 1973 in Concord, The Project Manager sponsored, thirteen other staff development workshops as follows:

Date	Title	Number of Participants	Hours
9-26-73	Affective Measurement	30	2
11-4, 18,25 12-2, 9-73	Basic Darkroom Techniques	6	12
3-5	What is the Concord Career Education Project?	20	2
3-6, 13-74	Library Cataloguing	13	7
3-7-74	Values Clarification	21	3
3-9, 16-74	Preparing an Environment For Growth	16	10
3-11-74	Values Clarification	24	3
3-12, 14-74	Developing Student Self-Awareness	12	4½
3-19, 26-74 4-2-74	Basic Hand Tools	21	12
3-21-74	Papermaking	6	3
3-23-74	Cardboard Carpentry	23	5
3-30-74	Technology for Children	16	5
5-16, 20, 23, 27, 6-3-74	Interpreting Children's Human Figure Drawings	17	12½

Objective #2.1 The Concord Career Education Project Coordinator will organize Career Education Workshops/Meetings/Conferences for Concord Union School District staff. During the second year of the Project, 1974-75, at least sixty percent (60%) of the Concord Union School District staff will participate. As a result of the planned staff development activities, at least twenty per cent (20%) of the teachers participating will request further information/assistance/services from the Concord Career Education Project office.

A total of nineteen (19) different staff development workshops were conducted under the sponsorship of the Concord Career Education Project during the 1974-75 grant period. The various workshops followed a number of different formats in terms of duration, content, and organization as follows:

Date	Title	Number of Participants	Hours
10-3-74	Career Ed. in the Elementary Schools	13	2
11-4, 18, 25 12-2,9-74	Darkroom Photography	5	10
11-13-74	Film Animation	9	2
11-16-74	Activity Classroom	17	6
11-19-74	Creativity	30	2
11-23-74	Print Making	8	6
12-7-74	Wood Work Project	7	6
12-10, 17-74	Values in K-4	9	4
1-13, 20, 28 2-3-75	Human Figure Drawing	17	8
1-27-75	Behavior Modification	23	2
3-29-75	Environment for Growth	13	2
4-8-75	Doing the Media	18	2

Date	Title	Number of Participants	Hours
4-9-75	Junior High & Senior High Learning Games	14	2
4-12-75	Puppetry	5	6
4-15-75	Mini-Grant Applications	14	2
4-19-75	Cardboard Carpentry	14	6
5-5, 7, 12, 14-75	Observational Skills	33	8
5-13, 27-75	Magic Circle	15	4

In September of 1974, the Project Manager distributed a needs assessment document to all Concord Union School District educational staff members to ascertain the kinds of workshops in which they would like to participate. As a result of the responses to the questionnaire, a series of ten (10) workshops were provided by the Concord Career Education Project in the fall of 1974, and another series of nine (9) in the spring of 1975.

The workshops provided throughout the year attracted a total of two hundred ninety-eight (298) participants or an average of sixteen (16) members per workshop. A total of twenty-three (23) different workshops instructors were engaged to conduct the workshops. Nine (9) of the workshops were conducted by members of the Concord Union School District staff and the remainder of the workshops by consultants from outside the District.

A copy of the needs assessment questionnaire may be found in Appendix C. Copies of the completed evluations for each workshop may be found in the Project Manager's office.

STAFF DEVELOPMENT

Objective #2.2 From July 1 through December 31, 1975, the Concord Career Education Project Manager will organize at least ten (10) Career Education sponsored Workshops/ Meetings/Conferences for the Concord Union School District in which at least forty percent (40%) of the total school staff will participate.

Approximately forty meetings/conferences were held involving all levels of educational personnel within the District, the Chamber of Commerce, business and industry, and various community agencies in regard to the goals and objectives of the Project.

From September through December of 1975, three workshops were conducted for teachers and administrators as follows:

Date	Title	Number of Participants	Hours
10-23-75	Values Clarification	24	3
11-25-75	Carpentry	9	2
12-9-75	Basic Media for Library Aides	9	2

The workshops conducted by the CCEP during its two and one-half year span have proven to be a most vital component of the Project's endeavors. It is worthy to note that all workshops were selected by teachers, administrators, and non-professionals based on their specific needs.

Prior to the workshops, announcements were prepared and distributed by the Project Manager to all staff personnel of the District informing

them of the workshops to be provided; the name of the instructor; dates and duration of each workshop, and the objectives to be attained.

Upon its completion, each workshop was evaluated by the participants. From the data provided it is fair to say the workshops were well attended and met the needs of those who participated. Copies of the completed evaluations for all workshops may be found in the Project Manager's office.

GOAL III TO DISSEMINATE INFORMATION ABOUT THE CONCORD CAREER EDUCATION PROJECT THAT WILL EFFECTIVELY INFORM ALL TARGET GROUPS OF THE GOALS, OBJECTIVES, AND ACTIVITIES OF THE PROJECT.

Objective #3.0 By December 1, 1974, the Concord Career Education Project Manager will organize and establish an Executive Council composed of the Concord Union School District Superintendent of Schools, the Curriculum Coordinator, the Director of Career Education, one School Board member, State Director of Research and Coordinating Unit, and the Career Education Project Manager.

This Council will assist the Project Manager in assessing the progress and accomplishments of the Concord Career Education Project, and the efficiency and effectiveness of the Project management; insure that the Project is meeting its legal and budgetary requirements; and take action on all proposals submitted by the Advisory and Planning Committees.

Two additional Executive Council meetings were held on March 26 and May 8 and a series of Executive Council objectives/purposes developed as follows:

1. Assess progress and accomplishments of the Concord Career Education Project.
2. Assess efficiency and effectiveness of Project Management.
3. Insure that the Project is meeting legal and budgetary requirements.

4. Take action on all proposals submitted by the Advisory and Planning Committees.
5. Act as liaison for Concord School District, School Board, Administration, and State Department of Education.
6. Act as source of ideas for future Project development.

The CCEP Executive Council has been a positive force in assisting the Project Manager to accomplish the goals and objectives of the Project. The members of the Council have been extremely faithful in their attendance at the monthly meetings and have fulfilled their obligations notwithstanding the pressures of their other profesional responsibilities. Their advice and counsel concerning the planning, implementation, and evaluation of Project endeavors have been in valuable.

During the course of the Project, several changes took place in the Council membership. Dr. Lila Murphy replaced Dr. Gloria Cooper who left to accept another position. Mr. Mark Beauvais replaced Dr. Richard Lalley who also left to accept another position. Mr. Richard Monteith was appointed to the Executive Council as an additional member.

Objective #3.1 As a result of various dissemination activities conducted by the Concord Career Education Project, the Concord Union School District School Board will respond positively toward the Concord Career Education Project goals and objectives for School Year 1975-1976.

The Project Manager, Mr. David Morin, has planned and successfully implemented a comprehensive dissemination effort to impact on a number

of target audiences and to encourage support of Project objectives. The Concord Union School District School Board has been continually supportive of the Project as evidenced by its acceptance of the 1975-76 grant award and by encouraging Concord Career Education Project endeavors through its representative on the Project's Executive Council. Teachers and administrators have expressed their approval and support of the Project by responding positively to a questionnaire administered to all school personnel in May of 1975. Of the ninety (90) who responded:

* 81 or 90% felt that the Project is making an important contribution to the education of the students in Concord.
* 79 or 88% felt that career/education awareness was a real need.
* 75 or 83% felt that the Project was effective in acting as an educational resource to students and teachers.
* On the average, the 90 respondents attended 2 or more workshops offered by the Concord Career Education Project.
* 70 or 78% rated the workshops as effective.
* On the average, each of the respondents utilized at least 6 resources available through the Center.

A complete summary of the questionnaire responses may be found in Appendix D.

The Project Manager has worked very closely with the Director of the Research Coordinating Unit and kept her fully informed of Project progress.

Parents have expressed their support through participation in the various workshops, visitations to the Center, and by responding positively when so solicited. These data may be obtained at the Project office.

The following dissemination activities have been accomplished by the Concord Career Education Project from July 1, 1974 through December 31, 1975:

1. Two issues of the Concord Career Education Project Newsletter were published and distributed to school staff and other interested parties.
2. The Project Manager met with several committees and councils on a continuing basis to discuss mutual concerns.
3. A video-tape and two slide presentations have been completed and are available for distribution.
4. A photo-essay has been completed and is available for distribution.
5. At least two photo-articles have appeared in the local newspapers.
6. The Project Manager has participated as a guest on at least two local radion programs.
7. One photo-display was prepared and placed in a local store window.
8. The Project Manager has appeared as a guest speaker before at least seven community groups.
9. An extremely impressive student publication of the Millville School entitled "The Poetry Book" was jointly sponsored by

the Concord Career Education Project.

10. The Project Manager cooperated as a linking agent between the local business community and area high schools by assisting in the coordination of the Greater Concord Area Career Exposition held in Concord on September 16 and 17, 1975. Mr. Morin's responsibilities included the design of the brochure; providing consulting assistance to exhibitors; participating in the weekly meetings and consulting with high school guidance counselors.

On October 14, 1975, Mr. Morin and approximately twelve (12) Project participants including teachers, administrators, parent volunteers, a business representative, and the President of the Commt School Parent Teacher Organization made a presentation before the Concord Union School District School Committee in the Career Education Resource Center. The intent of the presentation was to inform the Committee of the progress the CCEP had made since its inception and to encourage the Committee to financially support the Project for the period January 1 through June 30, 1976. The Committee responded favorably to the presentation, but took no action.

GOAL IV TO DEVELOP A PROCEDURE FOR AN EFFECTIVE EVALUATION OF THE CONCORD CAREER EDUCATION PROJECT.

Objective #4.0 The Project Manager, meeting with a third party evaluator, will develop an evaluation design that will insure an expert final evaluation of the Concord Career Education Project during its two and a half years of implementation.

Mr. David Morin, the Project Manager, has accomplished the intent of this objective by engaging two outside evaluators who have been responsible for evaluating the Project over its two and one-half years of existence.

Dr. Everett Barnes of UNCO, Inc. of Rye, New Hampshire acted as the evaluator during the first Project year and assisted Mr. Morin in completing a summative evaluation report. This document is available in the Project Manager's office.

In October of 1975, Mr. Morin engaged the services of Mr. John A. Stefani, Executive Director of Project SPOKE in Norton, Massachsetts to assist him in preparing a summative evaluation report for the Project's second operational year. This report is also on file in the Project Manager's office.

Mr. Stefani has collabrated with Mr. Morin in the draft of this End of the Project Report which is an attempt to summarize the Project's process and product outcomes throughout the entire duration of the CCEP.

CONCLUSIONS

1. The Concord Career Education Project has successfully accomplished the major goals and objectives pursued during the entire span of the Project.
2. The Project staff has done an excellent job in utilizing the results of yearly evaluations to modify the Project's objectives to meet the needs of the various target populations involved.
3. The Career Education Resource Center housed in the Concord Administration Building has become an outstanding resource in providing District staff, students, and parents with a multiplicity of print and non-print materials and equipment.
4. The Mini-Grants awarded by the Project to educational personnel of the District have had a substantial impact on curriculum change and innovation.
5. The Concord Career Education Project has made a significant contribution to the establishment and growth of the Vocational Resource Center at Concord High School.
6. As a result of the staff development workshops provided by the Concord Career Education Project, participating teachers, administrators, and parents have acquired the knowledge, skills, and attitudes necessary to improve Career Education programs for students in the District.
7. The on-going dissemination program designed and implemented by the Project staff has kept the various Project publics informed of Project activities and services through an effective communications system.

8. The Executive Council has been an extremely positive force in assisting the Project Manager in accomplishing the goals and objectives of the Project.

9. The Project Manager and his secretary have done a commendable job in managing the Concord Career Education Project and in contributing to the improvement of Career Education programs throughout the District. Mr. Morin's unsual ability to relate to people has created a climate which has nutured change and innovation in the participating schools of the District.

RECOMMENDATIONS

1. Since the Career Education Resource Center has enjoyed such a high degree of success in meeting the support needs of teachers, administrators, students, and parents, it should be continued and kept up-to-date with respect to the acquisition of additional materials, equipment, and personnel.
2. The Career Education Staff Development Program should be continued and expanded to meet the continuing needs of staff personnel and to attract those who have not participated in the past. In addition, District staff trained as a result of the Project's endeavors should be utilized to impart their expertise to other members of the District staff.
3. Since the Mini-Grants component of the Concord Career Education Project has had such a positive impact on curriculum change and innovation within the District, some means should be found to continue this activity.
4. The Vocational Resource Center at Concord High School should be provided with addititional human, material, and financial support to meet the Career needs of the student population.
5. The members of the Guidance Department of Concord High School should become more aware of and more involved in the activities and services of the Vocational Resource Center. Their cooperation is absolutely essential if this Center is to continue to provide students with services at an acceptable level.

6. Even though Project activities and services have been extended to all school levels within the District, elementary school personnel have been far more responsive in availing themselves of Project resources. In this regard, it is strongly recommended that secondary school personnel be encouraged to participate to a greater degree since students at this level are seriously concerned with career choices and aspirations.

7. Since Career Education continues to be a vital concern of educators throughout the nation and whereas the Concord Career Education Project has made such a positive impact on the various publics involved, it is the considered opinion of this evaluator that the Concord Union School District make every effort to support the continuance and expansion of the Project.

APPENDIX A

MEDIA AND OFFICE EQUIPMENT PURCHASED BY THE CONCORD CAREER EDUCATION PROJECT

Quantity	Description
2	Kodak Carousel Projector Case
2	Ektagraphic Carousel Storage Case
1	Kodak Carousel Dissolve Control
3	Filmstrip Previewer
1	Minolta Right Angle Finder
1	Rowi Copy with 2015 & 2016 light assembly
2	Electro-Voice Michophone/Accessories
1	Electro-Voice Microphone
1	Telescreen
1	Slideview Sorter
3	Pana-Vue Slide Viewer
1	Telsar Tripod
1	SRT Minolta 35 mm camera (with 1.7 lens)
1	Nikon 8X super zoom
19	Instamatic X-15 Camera
7	Carousel Universal Slide Trays (Kodak)
2	Ektagraphic Slide Projector
1	Book Truck
1	Viewlex V-25 Slide Projector
1	Viewlex V-25 Slide Case
1	Overhead Projector
1	GBC Binder

Quantity	Description
2	AV Carts
1	Magazine stand
1	GBC laminator machine
3	White metal double bookcases
1	IBM Selectric II Typewriter
2	Beige 4-drawer file cabinets
1	Copy stand (secretary)
1	Dartmouth electronic calculator
1	Bulletin board
1	36-cup coffee urn
1	Gray four-drawer file cabinet for title and author cards
4	Sets cardboard carpentry tools
6	Divider shelf
1	6-shelf wall mounted book case
1	Technitilt screen
1	Reel-to-Reel tape recorder
1	Sony portable tape recorder
3	Cassette recorders
1	Comptometer
3	Portable darkroom kits
1	Record player
1	Paper cutter
1	Switchcraft mixer

Quantity	Description
1	Honeywell 171 strobonar 700 set
3	Underwood typewriters
1	Olympia typewriter
1	Hermes 300 typewriter
72	Diana cameras
	Assorted hand and power tools
1	Set Victor portable studio lights
2	Portable headphone sets
1	Panasonic TV monitor

MEDIA EQUIPMENT HOUSED IN THE CCEP RESOURCE CENTER BY THE CONCORD UNION SCHOOL DISTRICT

Quantity	Description
2	Topmount Cameralite Acme-Lite
1	Nikon 8X super zoom
1	Kodak Instamatic X-35 color outfit
1	Kodak Carousel auto-focus slide projector
1	Drymount press
1	Sony Video Camera & tripod
1	Sony Video Tape Recorder & Monitor
1	Honeywell Auto Strobonar
1	Kodak Ektagraphic visualmaker
1	Bais, Ediviewer Dual 8 Mark II
1	Canonet Camera
1	Kodak Ektagraphic 120 movie projector
1	Educational Systems Cassette Tape Duplicator

APPENDIX B

CONCORD CAREER EDUCATION PROJECT

16 Rumford Street
Concord, New Hampshire 03301

The Concord Career Education Project will again sponsor Career Mini-Grants. These Grants will provide for the funding of classroom teacher-initiated proposals in Career Education.

The goals of the Career Mini-Grants are to increase student Self-Awareness and/or Career Awareness; and provide opportunities for either Career Exploration, Career Preparation or Career Placement. The specific objectives that a Mini-Grant applicant may emphasize will be based on the age and abilities of the students, the curriculum area within which the program will be initiated, and the applicants own creativity.

Specifics:

1. Applications for Career Education Mini-Grants must be submitted to the Career Education Office by January 10, 1974.

2. Applicants will be notified within two weeks following the closing submission dates.

3. Grants will be accepted for between $25 and $250 per individual or team.

4. No purchase of equipment. (The only exception to this may be in those cases where the equipment is indispensable to the Project, and would be an item that the School Union would not normally purchase. Upon completion of the Grant period, the equipment would then become part of the Career Education Resource Center.)

5. The applicant will be responsible for not over expending the total funds allocated for the Project.

6. The applicant will be willing to share his increased knowledge and/or project results with other Concord Union School District staff.

7. The applicant will agree to submit a brief evaluation following the completion of the Project.

8. The total amount of the Career Education Project has available for Center Implementation Grants is $2,000.

MINI-GRANTS

CRITERIA FOR SELECTION

I.

1. Related to Career Education concepts, ideas, activities
2. Student oriented
3. Between $25 - $250
4. Submitted by designated closing dates
5. Capable of being evaluated

II.

1. Adequate budget - to attain objectives
2. Activities/Materials appropriate to attain objectives
3. Can be easily interpreted into regular curriculum
4. May involve a team of staff
5. Program is replicable

CAREER IMPLEMENTATION GRANTS

APPLICATION SUBMIT BY: Jan. 10, 1975

(Applicant's Name) (School) (Date Submitted)

(Signature of Principal) (Applicant's Signature)

(Names of Other Staff Members Working on Project)

(Number of Students Involved) (Student Grade(s) Level)

(Title of Project) (Total Amount of Funds Requested)

****

1. State the specific "student need" to be addressed: _____

2. As a result of the Project to be initiated, how will the student benefit?

3. Explain briefly how you will demonstrate that the student has benefited from this Project.

4. List the activities (and estimated completion dates) you plan to initiate:

ACTIVITY	DATE TO BE COMPLETED

5. List approximate cost for materials, supplied, services, etc.

ITEM	COST
TOTAL	

6. The project will be completed by _____ (no later than May 31, 1975.)
DATE

7. I agree that the attached Evaluation Report on the Project will be submitted to the Concord Career Education Project Office no later than ten days following the completion of the program.

(SAMPLE)

EVALUATION OF CAREER EDUCATION MINI-GRANT

(To Be Submitted At Conclusion of Project)

(Title of Project)	(Applicant's Name)	(School)	(Date)

Address your 1-2 page report to the following questions:

1. What was the basic objective of the Project?
2. Was it acheived? Why or why not?
3. What were some activities that worked well? Explain.
4. What were some activities that did not work well? Explain.
5. What would you do differently if you had to do it all over again?
6. Would you recommend this type of Project for other teacher/students?

(This evaluation format is basically an attempt to gain useful information that would be of assistance to other individuals who may be interested in adapting or adopting some of the concepts of your program for their classroom use. Your Evaluation Report will be viewed in that context).

APPENDIX C

If you are interested in any of the following Workshops, please check and return to Concord Career Education Project Office.

LISTING OF POSSIBLE CAREER EDUCATION WORKSHOPS	TO BE OFFERED IN FALL, 1974
"Career Education Programs for the Handicapped"	
"Behavioral Objectives and Accountability"	
"Setting Up An Activity Centered Classroom"	
"Planning A Classroom For Learning"	
"Mathematics Experience For Children"	
"Stereotyping Career Roles of Women"	
"A Language - Experience Approach to Reading"	
"Behavior Modification - An Overview"	
"Silk Screen Workshop"	
"One Day Values Clarification Workshop"	
"Photographic Darkroom Techniques"	
"Community Resources"	
"Student Interviewing Techniques"	
"Increasing Student Creativity"	
"Commercial Exhibit of Career Education Materials"	
"Career Education Games and Sumulations"	
"Outdoor Education And Career Education"	
"Student Decision Making"	
"Testing Procedures, Resources, Assessments"	
"The Ecology and Career Education"	

List: 1. Other areas of interest
2. Those Workshops you would like to conduct.

APPENDIX D

RESULTS OF THE CONCORD CAREER EDUCATION QUESTIONNAIRE

MAY, 1975 NUMBER OF RESPONSES 90

1. In my opinion, I feel the Concord Career Education Project is making an important contribution towards the all around education of the students of Concord.

43 Strongly Agree
38 Agree
___ Disagree
___ Strongly Disagree
3 No Opinion

Comments:

"It has filled a gap long missing in the overall education of Concord students."

"I am not fully aware of the programs that it is used for."

"Without Career Ed. we would not have been able to offer shop to 4th grade and 5th grade students at Broken Ground."

"It has been most helpful to the kindergarten teacher for their P.I.G. grant workshops."

"Our grade level received a grant this year which enabled us to expose our children through field trips and projects to Career Ed. opportunities which the children throughly enjoyed."

"I feel that when a more broader scope is offered it will be totally reaching all."

"Don't know how they are doing."

"I feel there has been a carry over from workshops into some high school classes."

"I do not have a classroom."

"There is a wide variety of materials available, they certainly should contribute to Concord Education."

"Is ready to lend support to innovative or ordinary ideas that can be used in promoting Career Ed. in regular curriculum.

"The C.C.E.P. allows students and teachers the opportunities to use a variety of learning resources and activities."

Comments - continued

"I would like to note Career Ed., Environmental Ed. and Early Childhood Ed. as the 3 most necessary and effective programs in the Concord Union School District."

"There should be more at Junior High with follow through at C.H.S."

"The wood working project and the grant for Pod A was an excellent experience for kids."

"I think they are doing a very good job."

"It might have been helful if you had been on the agenda at a required staff meeting to share some of the possibilities - just to remind us of your presence."

"The impact on Concord youngsters has been tremendous - they are now aware not only of career options but more important themselves as people."

"There are many materials available for our use - also I like the newsletter."

"Your function of bringing workshops into schools is fantastic."

"Staff has gone out of its way to help with material and resources."

"The staff is always willing to help a teacher develop a unit."

"We have been involved in several activities and have experienced tremendous success."

"Students are becoming aware of courses/careers in Distributive Education, Health Education."

"All over workshops have had ideas we can use in our classes."

"The youngsters are receiving exciting new concepts and exposure to experiences heretofore denied them."

"I believe the impact on and acceptance by elementary teachers are in the area of student self awareness has been tremendous. It has also been a center for humanistic education."

"The resources available are excellent as are the workshops."

"The multi-facited approach to bringing a career awareness to Concord School District youth is an extremely valuable component of the Project."

2. I would rate the need for career education/awareness by my pupils as:

42 Very Important
25 Important
12 Moderately Important
___ Not Important
1 No Opinion

3. I would rate the effectiveness of the Concord Career Education Project staff in acting as a resource to the students and teachers of Concord as:

28 Extremely Effective
36 Effective
11 Moderately Effective
___ Non-effective
1 No Opinion

Comments:

"I feel that more publicity and more campaigning by the Center would have enabled more teachers to make use of the Center."

"I feel Career Education is very important, but unfortunately we just have no time to incorporate it formally into our program."

"Dave has organized well, the Career Education Center, and has a good system for spreading the wealth of materials."

"The Career Education Center and all its resources are there. I feel the effectiveness of it largely lies with the individual teacher and her awareness and implementation of the resources."

"The Project is reaching teachers directly but only indirectly."

"More teachers whould avail themselves of these resources."

"High school has not worked in this program very much."

"They are very helpful in providing materials for classroom use. Response is always quick."

"The staff has made available many learning resources to the students and myself, i.e. woodworking materials, books, cameras, toys, etc."

"There is always room for improvement. On that basis, I check "effectiveness". Compared with other projects I know about I'd rate Concord Career Education "extremely effective."

Comments:

"Many of the projects would not be possible without the funds and equipment of Career Ed."

"Every year I fill out one of these questionnaires and realize that Career Education Project has made no impact on my world."

"If it were truly effective I would know more about it."

"Staff responds immediately to requests for materials or information, follows through on what it says it will do, very receptive to proposals."

"There is always assistance when we as staff choose to ask for it. The Project's Director has done an outstanding job in assisting us in our needs."

"There is excellent and immediate response to requests."

"Great help in providing training - photography lab."

"Fine selection of resource available in adequate quanitity for maximum circulation."

"I am unaware of how they "recruit" students for courses."

"We are always informed of any workshops well in advance so we can plan ahead."

"The Project Director has always made himself available to me in any advisory capacity - Resource Center has functioned very well."

"At no time during the time of the Project's existance in Concord have we been denied assistance and much support was offered."

"The resource materials on social and mental development have been extremely helpful in my programs at Walker and Kimball. The Developmental Workshop for staff Media Center - excellent variety of audio-visual materials."

4. In my opinion the greatest strengths of the Concord Career Education Project are:

"Dave Morin"

"Spectrum of media and materials available"

"Cooperation by the Project"

"It's flexible definition of "career" meaning more than a job."

"The variety of resource available"

"Workshops made available"

"Central office staff library"

"Dave Morin"

"Notices of what is available"

"Providing resources/coordination for Career Ed. materials"

"The workshops for teachers"

"Incentives to teachers for good Career Ed. projects"

"Availability of materials which are useful"

"Resource for ideas"

"Space to work in which close availability of needed tools, etc."

"Cooperativeness of staff"

"Wealth of materials and funds available"

"Enrichment for teachers"

"Diversal programs"

"Personal in scope"

"Flexible and open"

"Created a Resource Center"

"Good material available - good workshops"

"Well manned - very cooperative staff"

"Resources available to faculty"

"Contributions to the "whole person concept"

"Mr. Morin's willingness to assist staff"

"Readily available resources"

"Secretary who is always ready to help or take a message"

"The diversity in the workshops"

"The top qualities of the workshop teachers/lectures"

"The resource material available to teachers - a place to go when you need answers for a special project or problem."

"Good resource center"

"Classroom activities and materials used within existing curriculum"

"As a resource to students and teachers"

"Workshops"

"Services are offered and are beneficial"

"Workshops"

"Starting a resource center"

"Giving workshops"

"Recycle material storage, and workshops"

"Making materials available for teachers use, and workshops"

"Many resource materials available"

"Career Ed. grants available to teachers"

"Competent personnel"

"Availability of wide ranging materials"

"Variety of workshops offered and resources"

"Cooperativeness of staff"

"Support materials"

"Workshops"

"Providing resources and activities to students/teachers"

"Very responsive, Director, Mr. Morin, Assistant, Mrs. Hiller"

"Seek out teacher needs re: Career Ed. and fill them"

"Workshops, resource center (materials), encouragement and support."

"Staff"

"Resource Center"

"The resources themselves"

"Workshops"

"Accessibility"

"Director"

"Variety"

"Availability"

"Grants which have been made available some exciting studies."

"Resources, media"

"Workshops offered"

"Materials available"

"Cooperation of Career Ed. staff"

"Resource for teachers"

"Support for teachers"

"Development for student programs"

"Opens new fields and areas to both teacher and pupil"

"Makes available moneys for things otherwise out of question"

"Helps to keep everyone learning"

"Awareness of different jobs"

"Grants available"

"Resource of Materials"

"Variety"

"Effectiveness"

"Organization"

"Materials available"

"Teacher workshops - Offering excellent teaching materials"

"Offering workshops"

"Grants, materials available, workshops"

"Support activities for teachers -cameras, books, ideas, workshops"

"Bringing awareness of the need - direction, resources it provides to counselors and teachers - coordination it effects between schools/staff"

"Incentives (mini-grants) it provides to teachers"

"Informing district as to what's available"

"Materials available"

"People willing to help"

"Dave Morin - Coordinator"

"Resource Center"

"Number of resources, interest and enthusiasm of staff"

"Flexibility in type of topic dealt with and type of resources purchased"

"Organizational structure (centralized location)"

"Consultation to union staff on what would be the best use of its resources."

"Workshops, resources available for class use, keeps us informed of coming events in and around N.H."

"Resource Center for materials, excellent workshops, excellent cooperation of Mr. Morin"

"Making teachers aware of ways to work in Career Education"

"Providing Resource Center, Workshops"

"Self awareness kits"

"Variety of materials available, workshops and newsletters, interest of staff in individual teacher's or student's projects"

"Mr. Morin's knowledge and leadership"

"Availibility of material etc."

"Inservice, special projects, financial aid, facilitation career consciousness in teachers as well as children"

"Opportunities it unfolds to teachers"

"Resources - wide variety - updateness, versatility"

"Making teachers aware through workshops, resources availa'l-

"Inclusion of values, guidance materials etc. In C.C.E.P."

"Intangibility"

"Resource people, equipment available, teacher implementation"

"Dave Morin"

"Resource Center, workshops"

"Easy availability of materials"

"Cooperative staff, very good resources, helpful suggestions and aid"

"Dedication of staff"

"Resources, willingness to support staff, workshops"

"Willingness to assist in projects"

"As a resource to all staff members"

"In-service education"

"Having more courses/programs available"

"They deal with our interests, they are varied in many areas, they are not too long and involved"

"The Project Director"

"The Career Resource Center"

"The Staff Development Workshops offered for C.U.S.D. personnel"

"Source for new ideas, innovative materials, background reading"

"Relevance to school curriculum, complementary to "academics"

"Fills a concrete, practical part of school program lacking in past, especially for non-college" kids"

"Its diversity of workshops"

"The Administrator"

"Appropriate programming, dedication to the concept of the program"

"The Resource Center which allows the Coordinator to place exciting materials in the hands of faculty without having to plan a year ahead"

"The use that Mr. Morin has made of talent from within and outside the District in production of workshops"

"Effectiveness of the coordinator in relating to faculty"

"Information available to staff and workshops"

"Materials conveniently located and distributed"

"Work done by office for staff (laminating, etc.)"

"It's workshops as a means of disseminating a philosophy"

"Its resource center as a base for information and activities"

"It's director as a person highly skilled in working with people"

It's role as facilitator - helping teachers carry out classroom projects - as a funder - as a Resource Center for good materials"

"The Director's energy and willingness to work long hours to make it a success"

"I have found that in the past 2 school years, the workshops I've participated in have given me new ideas and inspirations for which I'm very grateful. I would like to be more informed of materials available - Probably this is mentioned - I've just overlooked it"

"Materials available, workshops, well planned programs and practical application for classroom use."

5. In my opinion the greatest weakness of the Concord Career Education Project is:

"Not being more aggressive in making teacher awareness of the Project's importance."

"Invisibility - we hardly ever hear of it."

"Not enough staff"

"Not enough knowledge in the system of the material/people available"

"Conflicting meeting"

"I think they are doing a great job. Perhaps if members of the Career Ed. visited the various schools with materials available, it would create greater enthusiasm for their use: also, I would like to see a sharing of projects carried out at various schools."

"Only reaching students indirectly - through staff"

"Some schools do not use resources, personnel"

"Many teachers need to familarize themselves with Mr. Morin, his staff, and resources"

"Getting more teachers to attend the workshops - but I think the staff has done a great deal to generate interest and bring good programs here - How to get these two together more"

"Not in the high school from what I have seen"

"Lack of visibility within schools (I suggest inviting a building at a time to explore the wealth of material you have. It would receive wider use.)

"Lack of knowledge of materials etc."

"Perhaps more meetings with small groups of teachers, explaining materials available, grants, etc. (new ideas)"

"Attendance for some reason the workshops are not as well attended as I would imagine"

"Scheduling - if it were possible to spread workshops over a more extended time -right now its clustered"

"More P.R."

"Possible under utilization of existing resources by teachers in District"

"A need for greater community awareness of Career Ed. activities public information plus public relation"

"Greater school board understanding and visible support"

"Not enough staff"

"Not enough money"

"Fact that it may end next year"

"Access to material at C.H.S."

"Lack of understanding of potential by teachers (but this is not simply the fault of C.C.E.P.)

"Smaller groups"

"Not everyone seems to know about materials available"

"Understandable publicity"

"A continuation of lack of visibility - people don't know about your services and how much you can help - despite all of your attempts"

"Not enough publicity"

"Not enough staff"

"Need more secondary materials"

"1973-74 unsure of parameters"

"1974-75 lack of appreciability of scheduled workshops"

"Not conscious of how I could use it myself, would attract more people to conduct workshops if the hourly fee were higher"

"All the best workshops (to me) seem to come at the same time"

"Trying to convince teachers and communities of the need for Career Ed"

"At first I didn't understand its purpose, even though I read available information. I though I would have to teach it all the time or not at all"

"The need to make K-3 teachers more aware of the importance of Career Ed. at this level."

"Not enough time in the year"

"Dissemination of purpose, goods and objectives, who, what, why"

"Meaningful workshops for all grade levels"

"Time to do everything"

"Should be more dedicated toward upper class"

"ongoing exposure in the schools"

"Community awareness and participation in the Project"

"A representative committee - made up of all schools to promote the C.E. concept"

"Cancellation of Career Ed. Newsletter"

"Lack of funds"

"The inability to reach all District personnel and to the reluctance of some to extend themselves. This is more a district concern than one of C.E.E.P."

"Uncertainity of furure funding"

"Need for media center in junior and senior high school"

"Don't know of any great weaknesses - my only comment is that I would like to see more staff be included - but I don't feel this is due to the Project but due to individual teachers."

"Knowing best places to visit for younger age children for field trips pertaining to career interests"

"The fact that it is not obtaining a foot hold on all elementary schools"

"Personal contact with individual staff members of the elementary schools. Would it be possible to attend advisory meetings and explain the Project in more detail?

6. During the school year, I have thus far participated in 212 workshops sponsored by the CCEP.

7. My overall rating of the workshops I attended would be:

27 Extremely effective
37 Effective
6 Moderately Effective
___ Non-Effective
3 No Opinion

8. During this school year, I have signed out 573 (approximate no.) media materials, miscellaneous resources from Concord Career Education Resource Center.

9. To What Extent Are You Familiar With The Following:

	No Knowledge	Minimal Knowledge	Quite Familiar
Concord Career Education Project Goals and Objectives	5	34	39
Concord Career Education Project Staff	2	22	48
Concord Career Education Classroom Activities	12	37	31
Concord Career Education Workshops	1	21	57
Resources Available from the Concord Career Education	3	30	45
Incorporation of Career Materials within Existing Curricula	9	47	24
Exploration of Careers through Feild Trips	10	45	22
New Ideas for presenting Career Education to your pupils	13	49	22
The Role of Self Awareness in Career Education	9	31	39